

CHESTER SCHOOL DISTRICT

109 Hinton Street
Chester, SC 29076

GRADES PK-12

ENROLLMENT 6,123 Students

SUPERINTENDENT Dr. Barry E. Campbell 803-385-6122

BOARD CHAIR Mrs. Denise C. Lawson 803-581-6224

FISCAL AUTHORITY District Board

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	10	12	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This district met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Average	Average	N/A
2003	Below Average	Below Average	No
2004	Average	Good	No

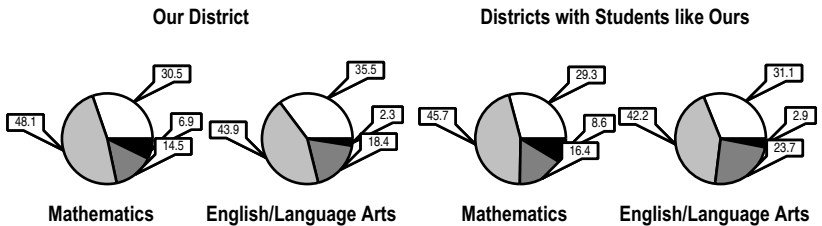
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	71.1	N/A	N/A	74.1	N/A	N/A
Passed 1 subtest	17.3	N/A	N/A	13.7	N/A	N/A
Passed no subtests	11.6	N/A	N/A	12.2	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	8.1	12.0
Seniors who met the SAT/ACT requirement	8.1	12.1
Seniors who met the grade point average	41.9	48.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	2,979	98.6	35.5	43.8	18.4	2.3	20.7
Gender							
Male	1,559	98.0	40.6	42.1	15.4	1.9	17.3
Female	1,420	99.2	30.1	45.5	21.6	2.9	24.4
Racial/Ethnic Group							
White	1,435	98.4	25.4	44.9	26.4	3.3	29.7
African-American	1,501	98.7	45.1	42.5	10.9	1.5	12.3
Asian/Pacific Islander	13	100.0	30.8	30.8	38.5	0.0	38.5
Hispanic	21	100.0	30.0	65.0	5.0	0.0	5.0
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,599	98.9	33.0	45.2	19.5	2.3	21.8
Disabled	380	96.3	53.7	33.6	10.0	2.7	12.7
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,979	98.6	35.5	43.8	18.4	2.3	20.7
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	2,978	98.6	35.5	43.8	18.4	2.3	20.7
Socio-Economic Status							
Subsidized meals	1,831	98.4	42.9	43.9	12.1	1.1	13.2
Full-pay meals	1,147	99.0	23.9	43.7	28.2	4.3	32.4
Mathematics							
All Students	2,979	98.4	30.5	48.1	14.5	6.9	21.3
Gender							
Male	1,559	98.1	30.9	46.9	15.0	7.3	22.2
Female	1,420	98.7	30.2	49.4	14.0	6.4	20.4
Racial/Ethnic Group							
White	1,435	98.0	21.6	48.1	19.0	11.3	30.3
African-American	1,501	98.7	39.3	47.8	10.3	2.7	13.0
Asian/Pacific Islander	13	100.0	23.1	46.2	23.1	7.7	30.8
Hispanic	21	100.0	15.0	75.0	10.0	0.0	10.0
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	2,599	98.7	27.4	49.3	15.8	7.5	23.3
Disabled	380	96.6	53.2	39.7	5.0	2.1	7.1
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	2,979	98.4	30.5	48.1	14.5	6.9	21.3
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	2,978	98.4	30.5	48.1	14.5	6.9	21.3
Socio-Economic Status							
Subsidized meals	1,831	98.4	37.8	48.0	10.7	3.4	14.1
Full-pay meals	1,147	98.4	19.1	48.3	20.4	12.2	32.6

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	489	100.0	28.5	44.2	25.1	2.3	27.4
	Grade 4	512	99.2	30.5	49.2	19.3	1.0	20.3
	Grade 5	540	99.6	43.8	44.6	11.5	0.2	11.7
	Grade 6	596	96.6	49.2	33.7	14.6	2.5	17.1
	Grade 7	501	96.4	38.8	44.7	15.6	0.9	16.4
	Grade 8	507	98.2	44.4	44.4	9.3	1.9	11.3
2004	Grade 3	474	100.0	20.0	41.5	32.8	5.7	38.5
	Grade 4	463	99.6	28.7	51.8	18.9	0.7	19.5
	Grade 5	499	100.0	31.8	50.9	16.1	1.2	17.3
	Grade 6	540	97.6	50.6	34.7	13.0	1.7	14.7
	Grade 7	543	97.8	41.9	43.1	13.7	1.3	15.0
	Grade 8	462	96.8	40.3	44.2	13.9	1.6	15.5
Mathematics								
2003	Grade 3	489	100.0	18.7	56.3	18.7	6.4	25.1
	Grade 4	512	99.8	21.6	49.7	20.4	8.3	28.7
	Grade 5	540	99.6	32.7	48.9	13.0	5.4	18.4
	Grade 6	596	98.5	33.2	37.1	19.1	10.6	29.7
	Grade 7	501	98.6	41.7	39.8	12.9	5.6	18.5
	Grade 8	507	98.6	42.4	45.8	8.5	3.2	11.7
2004	Grade 3	474	100.0	19.6	59.8	15.5	5.1	20.6
	Grade 4	463	99.6	28.1	50.7	16.0	5.3	21.3
	Grade 5	499	100.0	26.7	52.1	15.3	5.9	21.2
	Grade 6	540	96.7	25.2	44.3	20.1	10.4	30.5
	Grade 7	543	97.4	39.6	39.8	11.2	9.3	20.6
	Grade 8	462	97.0	47.0	42.3	7.0	3.6	10.7

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	426	93.7	15.8	37.8	34.2	12.2	46.4
Gender							
Male	195	94.4	19.8	40.7	33.5	6.0	39.6
Female	231	93.1	12.4	35.2	34.8	17.6	52.4
Racial/Ethnic Group							
White	200	94.0	9.3	30.1	43.7	16.9	60.7
African-American	222	93.2	20.0	45.4	26.3	8.3	34.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	370	94.3	10.2	38.9	37.4	13.5	50.9
Disabled	56	89.3	54.0	30.0	12.0	4.0	16.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	426	93.7	15.8	37.8	31.5	12.2	46.4
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	426	93.7	15.8	37.8	34.2	12.2	46.4
Socio-Economic Status							
Subsidized meals	214	91.6	20.8	43.2	27.6	8.3	35.9
Full-pay meals	212	95.8	11.0	32.5	40.5	16.0	56.5

Mathematics							
All Students	426	93.4	24.0	35.3	31.5	9.2	40.7
Gender							
Male	195	94.4	23.1	37.4	31.3	8.2	39.6
Female	231	92.6	24.9	33.5	31.6	10.0	41.6
Racial/Ethnic Group							
White	200	93.5	13.2	32.4	39.6	14.8	54.4
African-American	222	93.2	33.2	37.6	24.9	4.4	29.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	370	94.1	18.2	37.5	34.0	10.3	44.3
Disabled	56	89.3	64.0	20.0	14.0	2.0	16.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	426	93.4	24.0	35.3	31.5	9.2	40.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	426	93.4	24.0	35.3	31.5	9.2	40.7
Socio-Economic Status							
Subsidized meals	214	91.6	31.8	36.5	25.5	6.3	31.8
Full-pay meals	212	95.3	16.6	34.2	37.2	12.1	49.2

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	251	92.8%	284	8.1%	372	64.5%	N/A
Gender							
Male	123	91.9%	135	6.7%	190	56.3%	
Female	128	93.8%	149	9.4%	182	73.1%	
Racial/Ethnic Group							
White	134	95.5%	140	13.6%	176	69.9%	
African American	117	89.7%	142	2.8%	194	59.8%	
Asian/Pacific Islander	N/A	N/A	0	N/A	1	I/S	
Hispanic	N/A	N/A	0	N/A	N/A	N/A	
American Indian/Alaskan	N/A	N/A	2	I/S	N/A	N/A	
Disability Status							
Not disabled	240	94.6%	271	8.5%	337	69.4%	
Disabilities other than speech	11	54.5%	13	0.0%	35	17.1%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	175	92.0%	284	8.1%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	2	I/S	
Non-LEP	248	92.7%	284	8.1%	369	64.8%	
Socio-Economic Status							
Subsidized meals	84	88.1%	159	1.3%	172	53.5%	
Full-pay meals	167	95.2%	125	16.8%	200	74.0%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	92.8%	94.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	372	358
Number of Diplomas	240	269
Rate	64.5%	75.8%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	439	467	443	465	882	932
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.6	16.9	17.5	17.5	17.0	17.3	17.3	17.9	17.2	17.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 6,123)				
First graders who attended full-day kindergarten	96.9%	N/C	98.7%	97.2%
Retention rate	6.3%	Up from 0.1%	5.4%	5.3%
Attendance rate	95.4%	Up from 94.5%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%		6.0%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		5.3%	5.1%
Eligible for gifted and talented	6.5%	Up from 4.8%	11.2%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.8%	Up from 9.2%	12.3%	10.9%
Older than usual for grade	7.6%	Down from 8.0%	4.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 2.4%	0.7%	1.1%
Enrolled in AP/IB programs	11.3%	Up from 6.6%	10.4%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	242	Up from 170	121	157
Completions in adult education GED or diploma programs	49	Down from 77	34	39
Annual dropout rate	5.2%	Down from 6.7%	2.9%	2.9%
Teachers (n= 434)				
Teachers with advanced degrees	52.8%	Up from 52.0%	49.4%	50.0%
Continuing contract teachers	84.6%	Up from 82.5%	86.6%	84.6%
Highly qualified teachers**	92.0%	N/A	92.6%	92.5%
Teachers with emergency or provisional certificates	3.3%		4.2%	4.4%
Teachers returning from previous year	88.0%	Up from 86.0%	89.2%	89.9%
Teacher attendance rate	94.0%	No change	94.6%	94.7%
Average teacher salary	\$41,358	Up 3.4%	\$40,067	\$40,566
Vacancies for more than nine weeks	0.5%	N/C	0.5%	0.3%
Prof. development days/teacher	9.4 days	Down from 10.0 days	12.3 days	12.0 days
District				
Superintendent's years at district	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 16.7 to 1	20.5 to 1	21.0 to 1
Prime instructional time	87.8%	Up from 87.2%	89.3%	89.5%
Dollars spent per pupil*	\$7,217	Down 1.8%	\$7,176	\$7,217
Percent of expenditures for teacher salaries*	58.9%	Down from 60.4%	56.0%	55.6%
Opportunities in the arts	Good	No change	Excellent	Excellent
Parents attending conferences	99.9%	Up from 86.7%	97.4%	97.3%
Number of schools	10	No change	10	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	0.2%	Down from 1.7%	2.4%	4.3%
Average age in years of school facilities	18	Down from 20	28	26
Number of schools with SACS accreditation	10	Up from 9	9	8
Average administrator salary	\$64,337		\$66,316	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board
Average Number of Hours of Training Annually	20.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The Chester County School district is committed to improving student achievement through continued focus on standards-based instructional programs for all children. There are many individual student, teacher and school accomplishments that demonstrate outstanding achievement. There are also a number of school and district initiatives underway that will improve student achievement and parental involvement in the school programs.

A major initiative at the elementary and middle schools is the implementation of benchmark tests during each nine-week grading period. These assessments enable classroom teachers to modify instructional programs to ensure all standards are taught prior to the administration of PACT. The school district also implemented its first year-round elementary school as a school of choice at the Chester Park Complex during the 2003-04 school year. Two additional schools of choice are being planned during the 2004-05 school year for implementation during the 2005-06 school year.

Through a cooperative partnership with York Technical College and the use of grant funding, the high school distance learning labs have been completely upgraded to enable our high school students to participate in additional dual credit classes from York Technical College. These labs also provide our high school students with more opportunities for elective classes.

Even though we have struggled to replace the loss of state revenue, Chester County residents have continued to provide increased local support for the education of our children in the public schools of this community. During the 2003-04 school year, the school district and community embarked on a comprehensive review of the district's strategic plan. The strategic planning process involved more than one hundred teachers, parents, administrators and community leaders in refining goals and developing strategies to improve student achievement. The three major goals developed during this process were: We will increase each student's performance level and maximize each student's potential in order to meet or exceed state and national standards; Community, parents, students, and staff will collaborate to promote a positive learning environment; Students are aware of career opportunities and will be prepared to enter the workforce, pursue further training or seek higher education.

The strategies, programs, and tactics outlined in the strategic plan will enable our district to move aggressively toward the achievement of these goals.

What lies ahead for our district? We will continue to assess instructional strategies and programs to ensure that we provide appropriate and relevant programs to meet the academic needs of each student. We will implement a district-wide diagnostic assessment tool to guide instruction. We will continue to focus our efforts on our top priority — a commitment to the improvement of education for all students in our district.

Barry E. Campbell
Superintendent